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ABSTRACT

The report details results of a research project to monitor and map the literacy development of three learners of English as a Second Language (ESL) studying in an Australian English program for adult migrants. The objective was to gain a longitudinal picture of their reading and writing development over a period of nine months. Five additional aims were: to examine the students' written texts from the perspective of systemic functional linguistics to describe the language features of each and provide a framework for assessing learners' developing control of text; to examine the relative roles that classroom and "real world" play in developing literacy; to identify some factors contributing to successful second language literacy; to suggest possible implications for the role of literacy in ESL curricula and teaching practice; and, to provide a data bank from the Australian adult ESL context to contribute to further research. Each case study is presented in turn, and the final chapter discusses the overall findings and considers their implications for ESL teaching and curricula. Data gathered included transcripts of taped interviews, noted from class and student observation, taped excerpts of lessons, student diaries, authentic out-of-class conversations, participant writings, workplace texts, personal letters, forms and applications, classroom reading and writing tasks, and student assessments. The students include a young woman from Poland, a young woman from Bosnia, and a young man from Vietnam. (Contains 59 references). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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